

# Michigan Schools & English Learners



*Giving something extra puts students on top!*

Michigan Department of Education  
Special Populations Conference  
September 22-23, 2014

[www.michigan.gov/ofs](http://www.michigan.gov/ofs)



## OFS MISSION

Accelerate student achievement  
through school improvement  
by working as partners to  
maximize the allowable use  
of supplementary resources.



# Anticipated Outcomes



Participants will develop knowledge about the Title III Program requirements/ESL programming



# Today's Format

- Presentation
  - Summary of each Self/Program-Assessment section
    - Walk away with several processes to include in your ESL/Bilingual program
  - Question & Answer
    - Collect note cards/Q&A on website



- Note Cards: write your questions down, time will be given at the end of presentation to ask us the question
- Title III Indicators Self-Assessment Checklist





# Legal Precedent & Accountability







# Historical

- 1964: Title VI of Civil Rights Act
  - No discrimination in federally funded programs
  - “National Origin” Connection = language and race





# Historical

- 1968: Title VII ESEA – Bilingual Education Act
  - Replaced with 2002 Title III NCLB







# Historical

- 1970 OCR Memorandum  
“Where the inability to speak and understand the English language excluded ...children from effective participation ..., the district must take affirmative steps to rectify the language deficiency. ”





# Historical

- 1974: Lau v. Nichols
  - Discriminatory impact (even if no discriminatory intent) = civil rights violation
- 1974: Equal Education Opportunities Act
  - No alternative language program = discrimination



# Layers of Education & Supports for ELL

4<sup>th</sup> – ALTERNATIVE Title III **supplemental** services beyond the 1<sup>st</sup> & 2<sup>nd</sup> layers: must include additional direct instruction that helps close the achievement gap, professional development, and parent outreach

3<sup>rd</sup> – Supplemental support from Title I and 31Aa

2<sup>nd</sup> – OCR mandated alternative language program that provides students English language instruction and meaningful access to the core curriculum (1<sup>st</sup> layer)

1<sup>st</sup> – Basic, local board adopted curriculum that all students receive.

LEA General Fund  
Responsibility



**Title IC and McKinney Vento Supplemental Services Provided to eligible Students: Title IC, McKinney Vento Funded**

**Title III Supplemental Services Provided to ELL/LEP Students**

**Title III Funded**

**Title I or 31A Supplemental Services provided to eligible Students**

**Title I or 31a Funded**

**Alternative Language Services Required  
by OCR for English Language Learners**

**General Fund**

**Special Education Services Required by  
IDEA for Students with IEPs**

**General Fund**

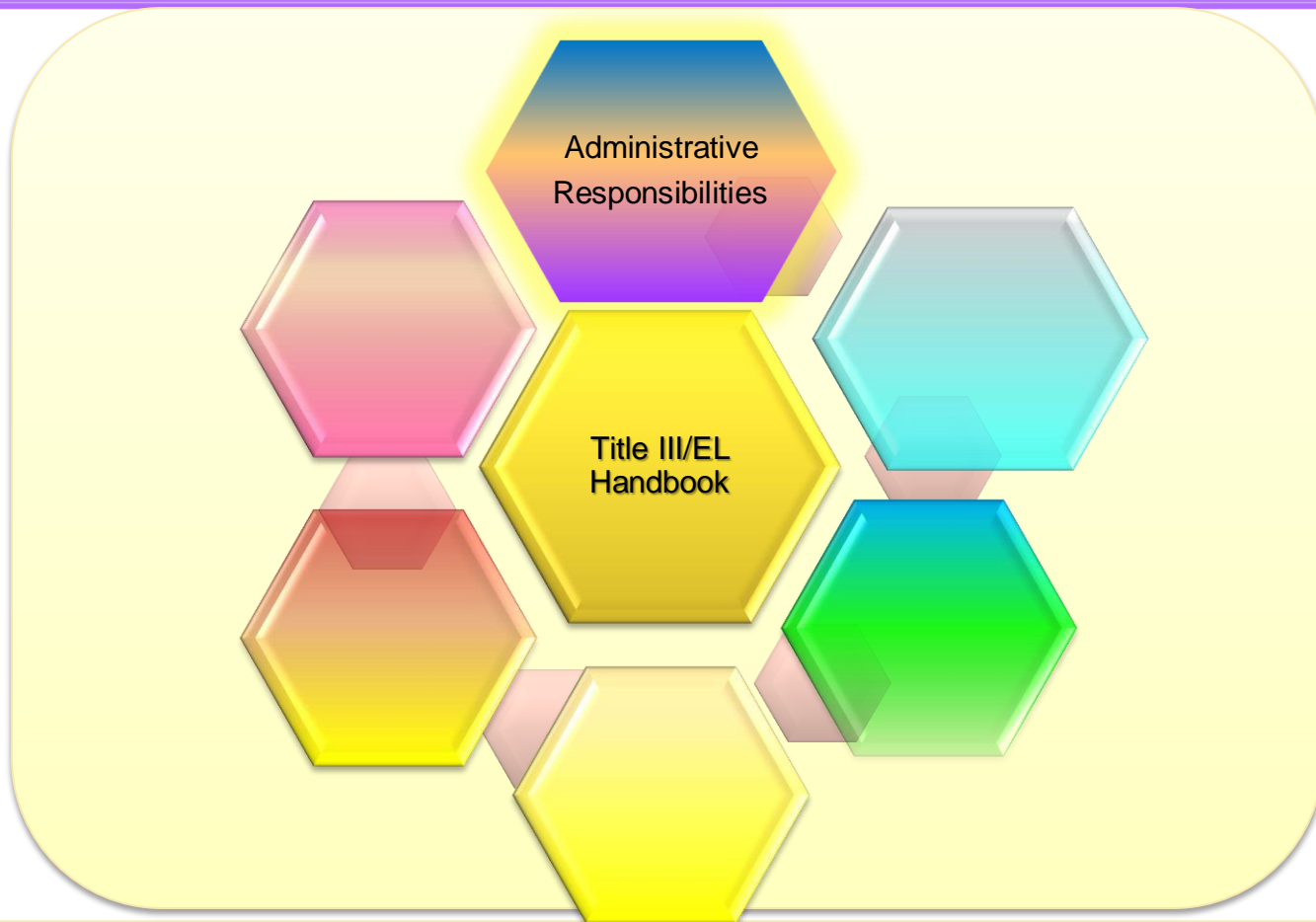
**Both Services**

**BASIC, Local Board of Education Adopted Curriculum  
provided to ALL Students**

**General Fund**



# Administrative Responsibilities



# Title III

## Consolidated Application

Objectives, strategies & activities (DIP/SIP)

# of students served, # of materials and costs of each.

Job descriptions

Administrative costs and indirect costs must not exceed 2% of total allocation

### Not Allowable

Pick up costs previously funded by general funds.

Supplant any other Federal, State or local expenses

All test administration cost





## To Apply

- Submit an application in MEGS/Join a consortium
- Maintain
  - separate fiscal records
  - records for district in central location





# Must have processes in place...

To annually measure the English proficiency of ELs (*WIDA ACCESS*)

To determine the effectiveness of programs and activities in assisting ELs in achieving state content standards and attaining English proficiency (*New Michigan Assessment*)



# Ask yourself?

If there is a process in place? Does everyone know the process?

Are the processes written?

- Title III handbook/Parent handbook

Are the processes effective?



Think... pair...share

What is the process if a person has a complaint related to EL services?



# What is the process if a person has a complaint related to EL services?

- Must be approved by your school board
- Progressive format (*1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> steps*)
- Two forms of communication
- In a language parents understand



# Description of the progress...

- Made by ELs on English proficiency
- Made by FLEPs in meeting challenging state academic content for each of 2 years after exiting program
- with evidence: monitor, #succeeding, # not succeeding and why not
- How many returned to the ESL/Bilingual program?



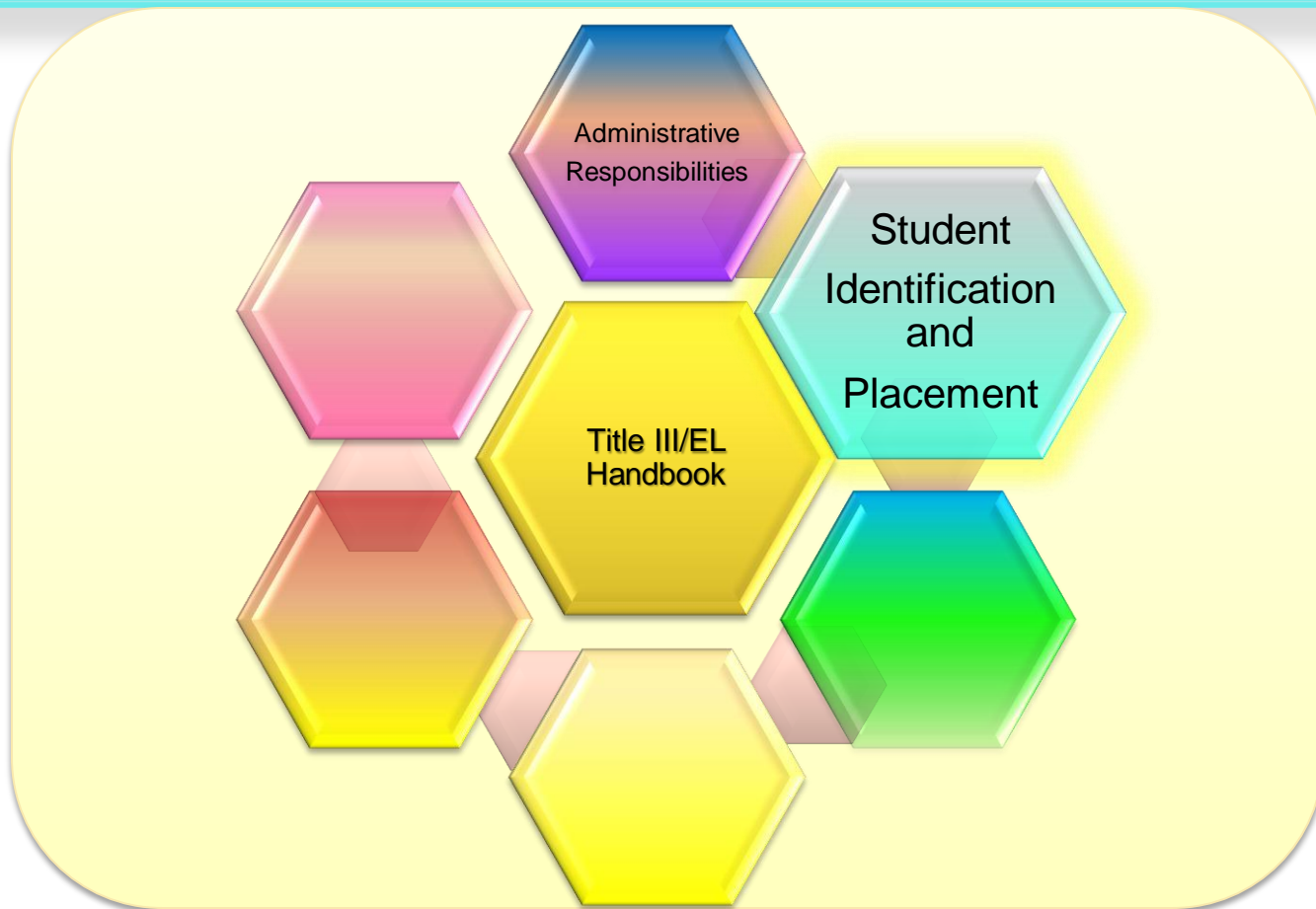
# Include a Title III Plan

**Note:** Another session is addressing this requirement, please see your conference program

- ✓ All districts applying for federal funds are required to include a plan with objectives and strategies addressing the needs of ELs;
- ✓ Guided by CNA, these objectives are part of the DIP /SIP and are revised annually



# Student Identification & Placement





# Home Language Survey

Questions or Actual form REQUIRED at enrollment

- PK-12

STATE BOARD OF EDUCATION APPROVED  
HOME LANGUAGE SURVEY \*

The Name of School District is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152 - 380.1157 of the School Code of 1995, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School Building \_\_\_\_\_

1. Is your child's native tongue a language other than English?

☐ Yes ☐ No What is that language? \_\_\_\_\_

2. Is the primary language<sup>1</sup> used in your child's home or environment a language other than English?

☐ Yes ☐ No What is that language? \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent or Guardian      Address      Date

<sup>1</sup>"Primary language" means the dominant language used by a person for communication.  
\* Translation of this survey form in Spanish, Arabic, French, Italian and Ojibwa is available at the Office of Field Services at 517-373-6066.



# W-APT Screener

•Go to Bureau of Assessment and Accountability (BAA)

- Kindergartners and new students through grade 12 must complete Home Language Survey (HLS)
- Screened with W-APT screener
  - Within 30 days of the first day of school
  - OR 10 days from enrollment date thereafter
  - Preschool ages 3,4 or 5 NOT screened with W-APT screener (exception: new K students)



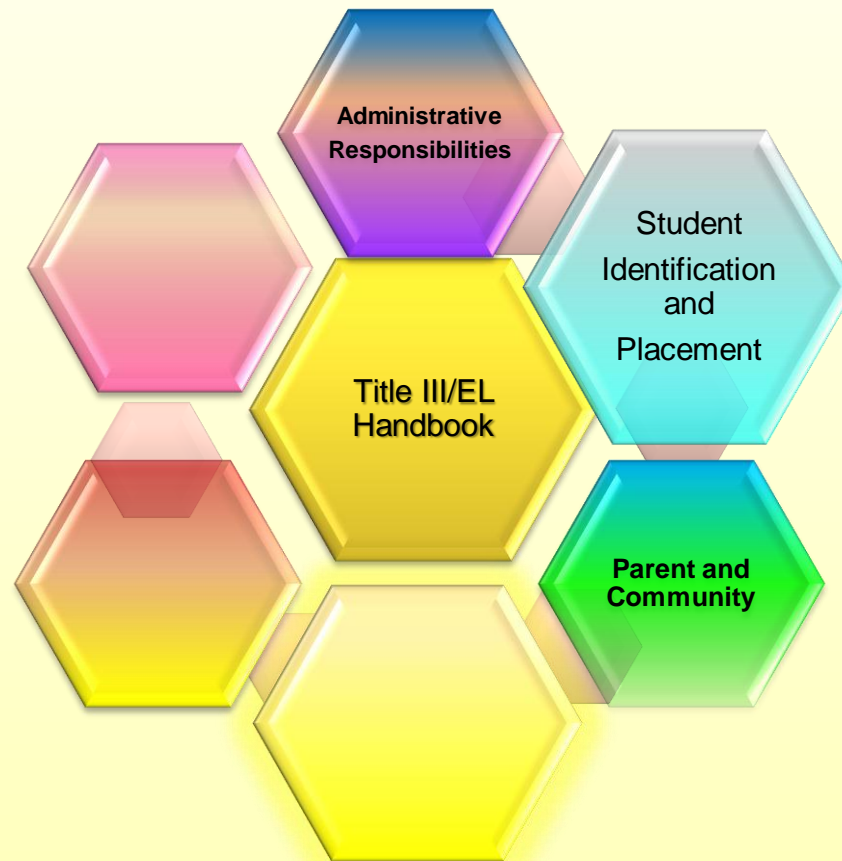
# How can I ensure I achieve this requirement?

- Review the process that is in place
  - Who is responsible to confirm district is in compliance to the law?

Lets share



# Parent and Community



# Parent and Community Involvement/ Engagement

- LEAs must have a parent engagement plan
  - Parents must be engaged in **developing**, **implementing** and **evaluating** the plan
    - Effective means of parent outreach, literacy, training activities
  - Survey parent input following parent meetings



# Parent Notification

- Must have procedures to notify parents
  - Reason for identification
  - Level of proficiency (WIDA PL), how assessed
  - Methods of instruction to improve proficiency and to meet state content standards
  - Exit requirements of the program (Entrance and Exit Protocol document on MDE website)



# Parent Notification, Continued

- Parents' right to refuse services
- Requirement to take annual ELP assessment in spite of parent refusal





# Parent Rights

Parents can

- Waive their rights to receive EL services
  - Must provide evidence
- Request assistance in choosing programs
- Ask for translation & interpretation
  - Schools must fulfill (OCR requirement)



# Think & Share

What are the ramifications  
when...

Parent signs a letter refusing EL  
services to their EL student?



# Activity

- Pair-up
  - Write a **process** when a parent sends you a notification refusing EL services for their EL student.



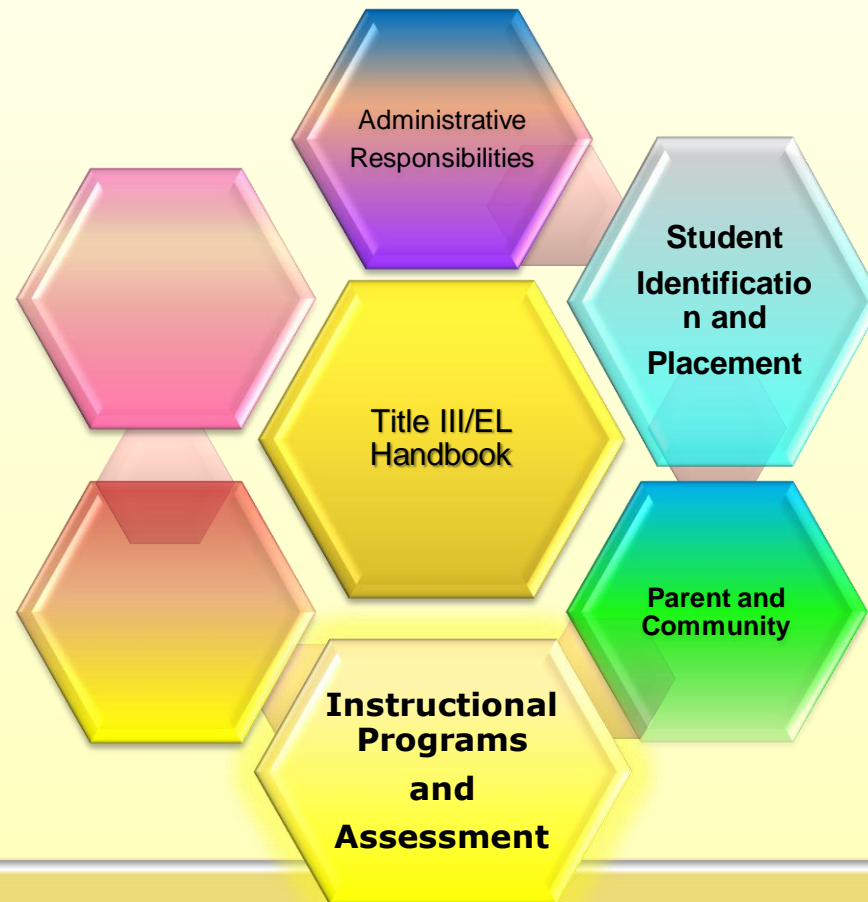
# Activity: Examples

Write a **process** when a parent sends a notification refusing EL services for their EL student.

- Have a parent meeting to explain
  - the alternative program: to gain equal access to academic subjects
  - additional support student qualifies: before, during the day, after school and summer time
  - Assessment requirements (ACCESS for ELs)
  - Parent engagement /literacy classes



# Instructional Programs & Assessment



# Reminder: Layers of Education & Supports for ELs

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LEA General Fund  
Responsibility





# Alternative Language Services (ALP)

- Intensity and duration of the alternative language services provided by district funds, based on
  - English Proficiency level
  - Academic difficulty
    - by a highly qualified ESL or Bilingual teacher
    - during the day







# Alternative Language Program

- Coherent and sustained English language services/programs
- Based on research
- Appropriate strategies of literacy development and content instruction; coordinated with classroom instruction





## Meaningful access to...

- gifted or talented programs for EL students who could benefit from such a program.
- to counseling, social work and other services, comparable to that available for non-EL students.



# Instructional Programs and Assessment

- English literacy, if literacy is introduced in native language
- A comprehensive high school education leading to graduation
- Adaptation of different student learning needs, as required in 504s and IEPs



# Program Characteristics

Take a look at your program.....

1. **Delivery:** who delivers the program?
2. **Type of program:** push in, pull out, sheltered instruction, differentiated instruction
3. **Program Effectiveness:** have you met your AMAOs? (use data: reading/math proficiency level from AYP results and WIDA ACCESS)



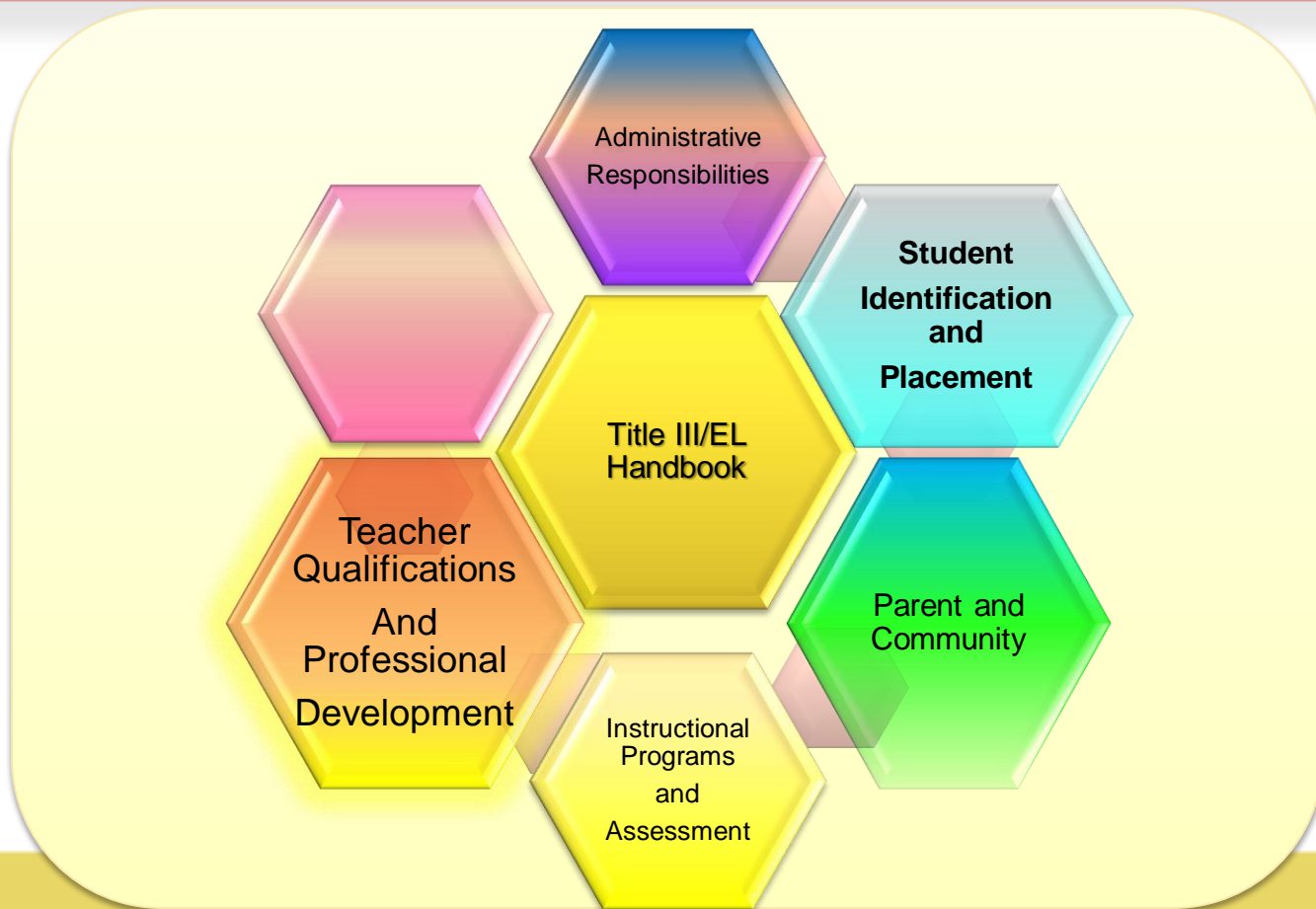


## FLEP experiencing difficulty

- Team with highly qualified Bilingual/ESL teacher:
  - Title I or 31A or other support /intervention services
    - and/or
  - reassess FLEP student's language proficiency level



# Teacher Qualification & Professional Development



# Teacher Qualifications

ESL or Bilingual Teacher  
Michigan Certification  
Bilingual or ESL Endorsement

(If teaching an ESL class for high school English credit, an English major or minor is also required.)



# Professional Development

- Design
  - Improve the instruction of ELs
  - Enhance teachers' ability
    - Curricula
    - Assessment
    - Instruction
  - Research-based methods
  - Sufficient intensity and duration





# Professional Development

- Systematic
- Ongoing
- Job embedded
- Sustained
- Evaluate the effectiveness of PD

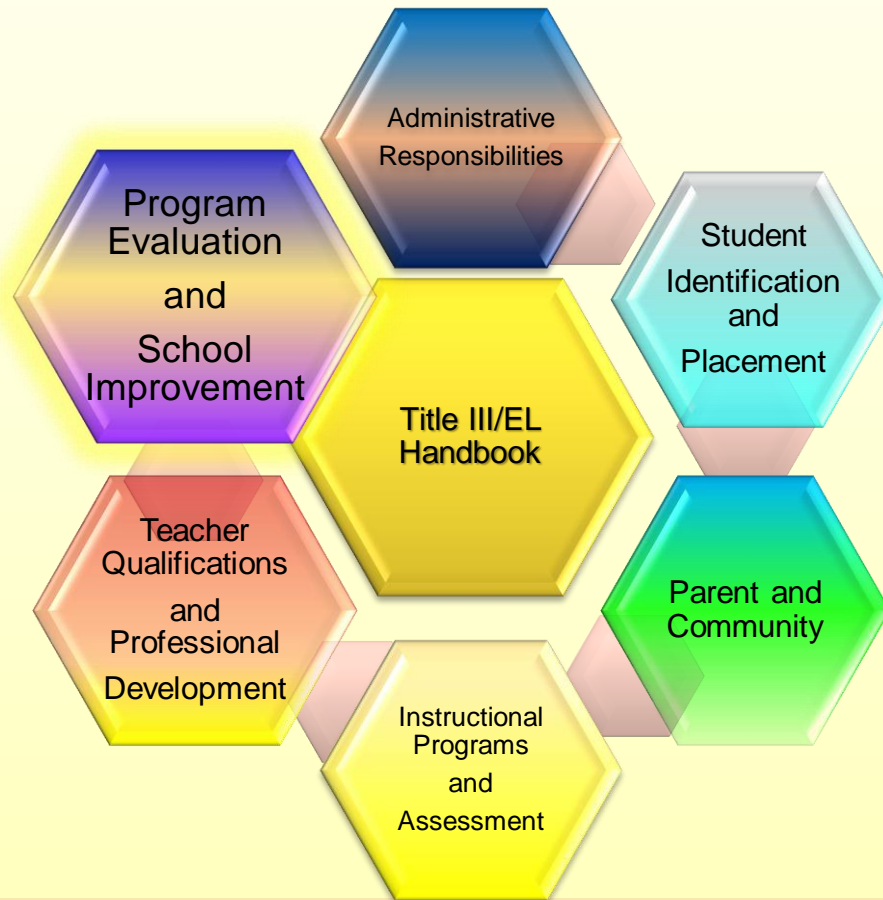


# Skills & Knowledge for Mainstream Teachers

- Second Language Acquisition / learning
- Culturally/ linguistically relevant curriculum & instruction
- Instructional strategies for ELs
- Appropriate accommodations, modifications
- Assessment
- Parent engagement



# Program Evaluation & School Improvement

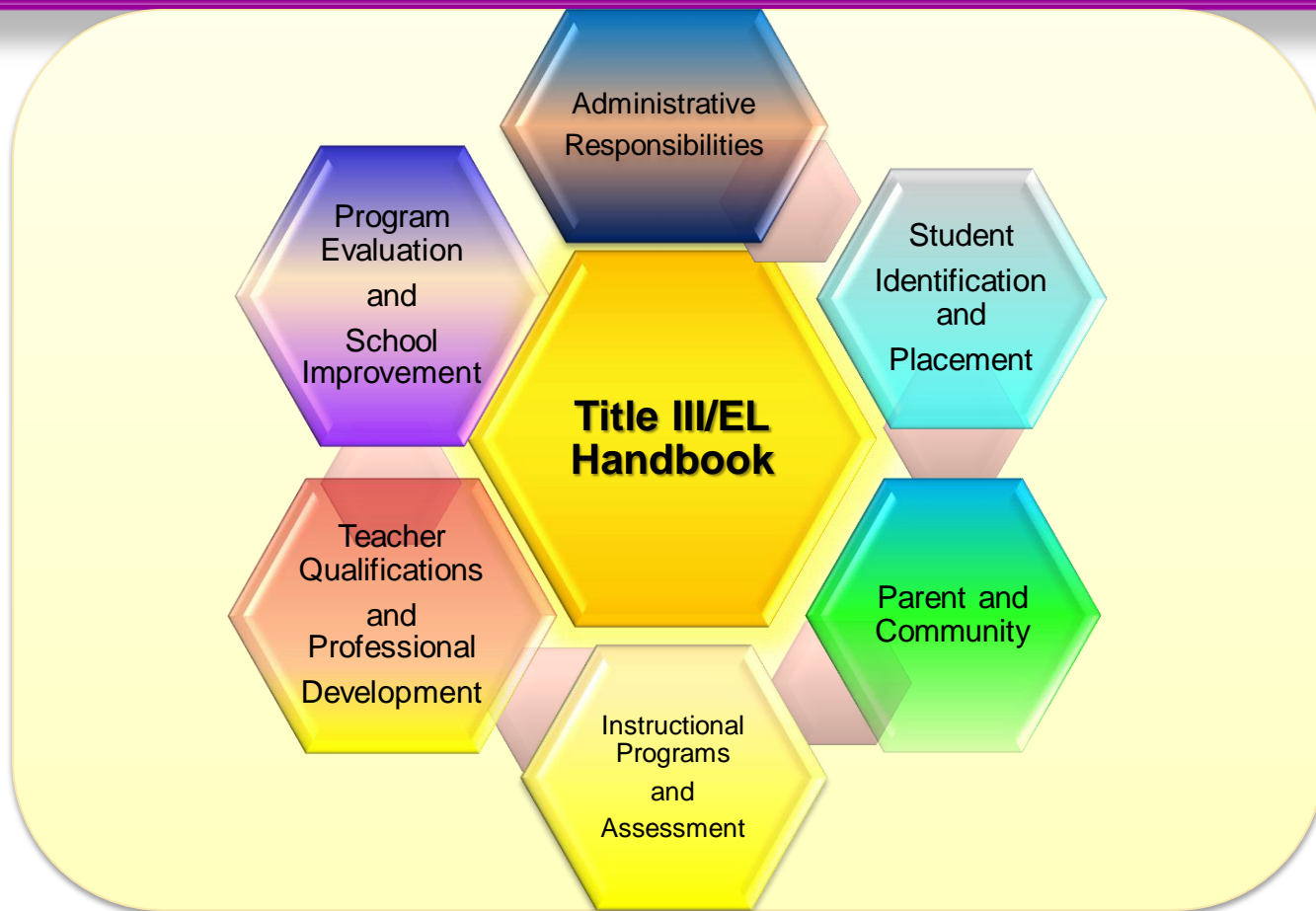


# Title III Plan: Required Components & Evidence

- Program Design: Alternative Language Services and Title III Supplemental Services
- Formative and Summative Assessment
- Parent Engagement
- Teacher Quality/ Certification
- Accountability: AMAOs, AYP
- Program Evaluation



# Title III/EL Handbook



Questions?

Thank You !!



Would you like Title III latest updates to be sent to you?

Make sure you are in MEGS as the Program Director



# 3-2-1 Strategy

- Three ideas I have gained
- Two questions I still have
- One action plan I will take as a result





# Today's Presenters:

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